DOCUMENT RESUME

ED 448 002 RC 022 713

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TITLE Organizational Resources for Sustaining and Improving Small Rural High Schools.
PUB DATE 2000-00-00
NOTE 34p.; In "Small High Schools That Flourish: Rural Context, Case Studies, and Resources"; see RC 022 708.
PUB TYPE Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advocacy; Annotated Bibliographies; Educational Facilities; Educational Policy; *High Schools; *Information Sources; *Organizations (Groups); Resources; Rural Schools; School Administration; School Community Relationship; *Small Schools

ABSTRACT

Organization and information resources are presented to help community and school district leaders sustain and improve small high schools. Contact information and brief descriptions are provided for 11 organizations that either have a significant direct influence on educational policymaking or assemble knowledge and information helpful to efforts to influence policy; 9 organizations with a primary interest in the mutual engagement of schools and communities; 3 organizations that offer resources for rural school facility construction; and 8 organizations that devote a large portion of their resources to school and curricular leadership. A short reading list describes nine books that emphasize ways to put the "big picture" of rural education together with the details of school improvement and community development. Thirty relevant ERIC Digests are listed. (SV)

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CHAPTER 9

Organizational Resources for Sustaining and Improving Small Rural High Schools

CRAIG B. HOWLEY

Many resources relevant to sustaining small schools can be found in chapter 6 of *Sustainable Small Schools: A Handbook for Rural Communities*, published by the ERIC Clearinghouse on Rural Education and Small Schools in 1997 (see description on pages 175-176 below). That chapter is organized into eight sections: partnership, coalition building, needs assessment, consolidation, featured curriculum options, resources from regional educational laboratories, tools for finding information, and rural education organizations.

In this chapter, we repeat only a few of the resources listed in that earlier work. You'll also note that the organization of this chapter is quite different. Our main concern here is helping community and district leaders plan, in order to sustain or to build *small high schools*. We also want to help leaders exercise the stewardship necessary to see these schools positively *flourish*. Finally, we provide information about organizations concerned with the major themes and issues reflected in the case studies. For the purposes of this chapter, these include the following:

- policy
- community engagement

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- school facilities for rural communities
- school and curricular leadership

Policy

The resources listed below are intended to help local leaders of all sorts find ways to create policies that actively foster the sustainability and improvement of small rural schools. Most of the groups listed are national organizations, but many of them include links to state organizations on their Web sites. In fact, we have chosen to feature organizations that are highly accessible via the World Wide Web. Practically all of them feature useful publications, information, and connections pertinent to making good policy.

We have selected the following organizations for this section:

- Rural School and Community Trust Policy Program
- National Conference of State Legislatures
- National School Boards Association
- American Association of School Administrators
- Education Commission of the States
- Council of Chief State School Officers
- National Association of State Boards of Education
- Rural Policy Research Institute
- Consortium for Policy Research in Education
- *Education Policy Analysis Archives*
- National Center for Education Statistics

Most of the organizations listed in this section advocate on behalf of certain policy issues. As you will see, however, only a few advocate specifically for sustaining and improving small high schools and small school districts.

Please note that the last four organizations listed (RUPRI, CPRE, *EPAA*, and NCES) provide information relevant to policy but *do not* sponsor advocacy efforts. We have included them in this section because the information they provide describes "the big picture" of the

system of schooling, often with particular emphasis on state or federal policy efforts, or on portraying the various states and the nation as a whole.

The groups included on this list are prominent organizations that either have a *significant direct influence* on policymaking (particularly those at the beginning of the list) or assemble *knowledge and information* that will be helpful to efforts to influence policy.[1]

Rural School and Community Trust Policy Program (Rural Trust)
Policy Program Office

Rural Trust Policy Program
2 S. Main St., Randolph, VT 05060
voice 802-728-5899; fax 802-728-2011
e-mail policy.program@ruraledu.org; Web: http://www.ruraledu.org

National Office

1825 K St., NW, Ste. 703, Washington, DC 20006
voice 202-955-7177; fax 202-955-7179
e-mail info@ruraledu.org

From the Rural Trust home page: "Our Mission: To enlarge student learning and to improve community life by strengthening relationships between rural schools and communities and engaging students in community-based public work." The Rural Trust operates a policy program that is working to inform educators, citizens, and civic leaders about such issues as consolidation, small schools, and rural school busing. The Rural Trust newsletter is available in printed and on-line formats. Subscriptions are available from the Web site. The organization invites the active involvement of local citizens and leaders.

American Association of School Administrators (AASA)

801 N. Moore St., Arlington, VA 22209
voice 703-528-0700; fax 703-841-1543
e-mail karfstrom@aasa.org (Rural and Small Schools Initiative)
Web: http://www.aasa.org

From the AASA Web page: "AASA, founded in 1865, is the professional organization for over 14,000 educational leaders across

North America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children. The four major focus areas for AASA are: improving the condition of children and youth, preparing schools and school systems for the 21st century, connecting schools and communities, and enhancing the quality and effectiveness of school leaders."

Local school district superintendents are the primary constituency for the AASA. The organization publishes *The School Administrator* and advocates a variety of positions. AASA is one of the few professional organizations that prominently maintains an initiative for rural and small schools (http://www.aasa.org/Advocacy/rural_initiative.htm). A major goal of the initiative is to secure a special federal funding stream to small school districts, defined in this case as those enrolling fewer than 600 students.

National School Boards Association (NSBA)

1680 Duke St., Alexandria, VA 22314
voice 703-838-6722; fax 703-683-7590
e-mail info@nsba.org; Web: http://www.nsba.org/

Excerpts from the NSBA mission and vision statements: "The mission of the National School Boards Association, working with and through all of its federation members, equity in public education through school board leadership. . . . The Association believes local school boards are the nation's preeminent expression of grass roots. . . . By focusing on raising student achievement and by actively engaging the community, school boards will provide leadership for academic success in the nation's public schools."

The NSBA advocates on behalf of local school boards and maintains an action agenda and a variety of programs to support the work of local boards of education. It publishes *American School Board Journal.* School construction and education funding are currently among the seven NSBA legislative priorities. Connections to school and district size are implicit, but small schools are not a specific priority for NSBA as of this writing.

Education Commission of the States (ECS)

707 17th St., #2700, Denver, CO 80202-3427
voice 303-299-3600; fax 303-296-8332
e-mail ecs@ecs.org; Web: http://www.ecs.org

The ECS mission statement follows: "The mission of the Education Commission of the States is to help state leaders identify, develop and implement public policy for education that addresses current and future needs of a learning society." The primary constituents of the ECS are state policymakers. The ECS Web site is searchable, and because of the organization's state-level mission, *documents on the Web site can be searched by state.* This makes it comparatively convenient to search for school size issues by state and to learn what other state legislatures are doing with respect to such issues as school size.[2] A simple search on "small schools" produced about eight resources in August 2000. Topics in which references appeared on that date included the following: hot topics, charter schools, state takeovers, school-based budgeting, public school choice, and promising practices. ECS's publication *The ABCs of Investing in Student Performance* (ERIC Document Reproduction Servie No. ED402 652) strongly endorses small school size.

ECS also maintains a number of committees, including its Policies and Priorities Committee, which "assesses ECS commissioners' priority concerns, recommends staff priorities for activities on education issues and assists in development of policy statements on education issues." This committee would be the logical body to consider development of a small schools initiative. Consult the ECS Web site for this committee's current list of members.

Council of Chief State School Officers (CCSSO)

One Massachusetts Ave. NW, Ste. 700
Washington, DC 20001-1431
voice 202-408-5505; fax 202-408-8072
e-mail info@ccsso.org; Web: http://www.ccsso.org/index.html

The CCSSO Web site features easily invoked links to all state departments of education and to all state legislatures. This feature makes the Web site quite useful in surveying the design and implementation of state-level policy initiatives. The following information about the CCSSO is featured on its Web site home page: "The Council of Chief State

School Officers is a nationwide, nonprofit organization composed of public officials who lead the departments responsible for elementary and secondary education in the states, the U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activity. In representing the chief education officers, CCSSO works on behalf of the state agencies that serve pre K-12 students throughout the nation." An important concern of the Council is articulation of state and federal reform efforts.

So far as can be inferred from information on its Web page, the CCSSO has not yet given much attention to school size issues, let alone policy related to promoting and sustaining small schools. The council does, however, engage about 30 specialized projects, including the Project to Improve Achievement in High Poverty Schools. According to the council's Web site, "The overarching goal of the project is to strengthen state leadership in ensuring that students in high-poverty schools gain the knowledge and skills necessary for sustained success through effective implementation of Title I and other federal and state programs."

National Association of State Boards of Education (NASBE)

277 S. Washington St., Ste. 100, Alexandria, VA 22314
voice 703-684-4000; fax 703-836-2313
e-mail boards@nasbe.org; Web: http://www.nasbe.org/

From the NASBE Web page: "The National Association of State Boards of Education (NASBE) is a non-profit, private association with 501(c)(3) tax-exempt status that represents state and territorial boards of education. Our principal objectives include strengthening state leadership in educational policymaking; promoting excellence in the education of all students; advocating equality of access to educational opportunity; and assuring continued citizen support for public education."

The main constituency includes about 600 people directly related to the operation of state boards of education. As NASBE notes, "These members are responsible for the educational interests of more than fifty million students in public schools and more than three million students in post-secondary institutions."

The following is one of NASBE's numerous standing resolutions for 1999 (http://www.nasbe.org/resolutions.html), which should inter-

est readers of this book: "Small schools and schools in rural areas commonly face special problems associated with distance, sparse population, poverty, and staffing. State boards must ensure programs which effectively meet the needs of children in such schools. Educational technology and shared services should be utilized to alleviate the unique problems of these schools."

This resolution is particularly worthy of note since, in some regions, state education agencies and state boards of education often implement policies that make it difficult to operate small schools and districts. This threat, as noted in the substantive chapters, varies substantially from region to region and state to state.

National Conference of State Legislatures (NCSL) Denver Office
1560 Broadway, Ste. 700, Denver, CO 80202
voice 303-830-2200; fax 303-863-8003

Washington Office
444 N. Capitol St. NW, Ste. 515, Washington, DC 20001
voice 202-624-5400; fax 202-737-1069
e-mail info@NCSL.org
Web: http://www.ncsl.org/programs/educ/edu.htm

From the NCSL Web page: "NCSL is the premiere legislative organization. It is here to serve the men and women who serve the 50 states. . . . Our mission: improving the quality and effectiveness of state legislatures; fostering interstate communication and cooperation; [and] ensuring legislatures a strong, cohesive voice in the federal system." State legislatures have enormous influence over the conduct of schooling because governance of schooling is a reserved right of states under the U.S. Constitution. In the age of accountability and systemic reform, the influence of state legislatures has grown stronger. NCSL is another organization that can help you track legislative developments related to education in the 50 states. Education is, of course, a prominent concern at NCSL; the section of its Web site devoted to education is located at the Web address shown above. As of this writing, school size is not listed among its K-12 issues of principal concern (see http://www.ncsl.org/programs/educ/k12link.htm). Class size and school safety, however, are prominently listed concerns.

Rural Policy Research Institute (RUPRI)

135 Mumford Hall, University of Missouri
Columbia, MO 65211-6200
voice 573-882-0316; fax 573-884-5310
e-mail office@rupri.org; Web: http://www.rupri.org

From the RUPRI Web site: RUPRI conducts "policy-relevant research and facilitates public dialogue to assist policymakers in understanding the rural impacts of public policies and programs. Many policies which are not explicitly 'rural policies' nevertheless have substantial implications for rural areas, and RUPRI is dedicated to understanding and articulating these implications." The RUPRI Web site, at this writing, includes a "Rural Policy Resources" section organized as follows: Rural by the Numbers (Quick facts and information about rural America, highlighting key issues); Policy Links (On-line policy resources for rural America); Rural Calendar (Upcoming events of interest to rural policymakers and citizens); and Rural Policy Context (What is rural? Definitions, data, and the importance of place for public policy). Within the "Policy Links" section, organizations are listed by the following categories: agriculture, data sources, rural development, rural education, rural finance, rural health care, rural housing, rural telecommunications, and rural welfare reform.

RUPRI sponsors the leading independent effort to develop rural-specific policy information for policymakers and rural leaders. Rural telecommunications—including issues relevant to school access to advanced telecommunications services—is an ongoing interest. Much of RUPRI's work focuses on issues relevant to rural communities, not school issues. In addition to telecommunications, major RUPRI efforts address rural health care, rural equity capital access, and rural welfare reform.

Consortium for Policy Research in Education (CPRE)

Graduate School of Education, University of Pennsylvania
3440 Market St., Ste. 560, Philadelphia, PA 19104-3325
voice 215-573-0700; fax 215-573-7914
e-mail cpre@gse.upenn.edu; Web: http://www.upenn.edu/gse/cpre/

From the CPRE mission statement: "Created in 1985, the Consortium for Policy Research in Education (CPRE) unites researchers from

five of the nation's leading universities to improve elementary and secondary education through research on policy, finance, school reform, and school governance. Believing that reform, in order to be effective, must lead to high-quality instruction and improved student learning, CPRE researchers focus on three essential components. Effective reform must: incorporate a coherent set of policies and practices; contain meaningful incentives to individuals and the organization; and build the capacity of the individual and the organization to institute and sustain necessary changes." To contact CPRE staff members, consult the Web site.

Education Policy Analysis Archives (EPAA)

College of Education, Arizona State University
Tempe, AZ 85287-0211
voice 602-965-9644
e-mail glass@asu.edu; Web: http://www.olam.ed.asu.edu/epaa/

EPAA is perhaps the premier on-line professional journal in education, featuring peer-reviewed articles about education policy. Access and subscriptions are free. The EPAA Web site offers both abstracts and full-length versions of all articles. The editor is Gene V Glass, associate dean of the College of Education, Arizona State University. The target audience is educational policymakers and academics. EPAA is in its eighth year of publication and now offers more than 150 articles. Many reference school size.

National Center for Education Statistics (NCES)

1990 K Street, NW, Washington, DC 20006
voice 202-502-7300
e-mail NCESWebMaster@ed.gov; Web: http://nces.ed.gov/

From the NCES Web page: "NCES is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations." The NCES Web site features links to a wide variety of information related to policy and educational decision making. Included are access to ERIC Digests, interactive data sets, a "school and district locator" (providing information about every public school or district in the United States), the "Encyclopedia of ED Stats" (with which you can search the major publications that provide a statistical picture of U.S. education), and much more.

Although NCES is a resource for people concerned with policy, it does not feature policy analysis, track legislation, or promote policy options. Instead, it is one of the most authoritative sources of statistical information describing schooling in the country. Information covers all levels of education (elementary, secondary, postsecondary), private as well as public sectors, and includes breakdowns by state, demographic characteristics, locale, and even size of schools or districts.

Community Engagement

Prominent organizations that have a primary interest in the mutual engagement of schools and communities are not very numerous. Those particularly interested in rural schools and communities are practically nonexistent. We have included the following organizations in this section:

- Rural School and Community Trust Place-Based Partners
- PACERS (Program for Rural Services and Research)
- Aspen Institute's Community Strategies Group
- Regional Centers for Rural Development
- Heartland Center for Leadership Development
- Charles Stewart Mott Foundation
- Community Development Society
- Participatory Action Research Network
- The President's Council on Sustainable Development

Rural School and Community Trust Place-Based Partners (Rural Trust)

e-mail info@ruraledu.org;
Web: http://www.ruralchallengepolicy.org/places.html

From the Rural Trust Partner Web page: "The Rural Trust is about places—the more than 700 schools in 33 states that are the heart of place-based education, and that are the soul of the rural education reform movement that is gaining momentum across the country. This section of the Web site will introduce you to the places where the Rural Trust and its partner organizations are working, and to the philosophies that guide their work. It will also allow you to contact individual places

to learn more about their projects, which have been funded by the Rural Trust's predecessor organization, the Annenberg Rural Challenge." For additional information about the Rural Trust, see the Policy section of this chapter.

Program for Rural Services and Research (PACERS)

The University of Alabama
205 University Blvd. East, Box 870372
Tuscaloosa, AL 35487-0372
voice 205-348-6432; fax 205-348-2412
e-mail jchalmers@pacers.org;
Web http://www.pacers.org/

PACERS works with 29 small rural public schools throughout Alabama. From the PACERS Web site: "Through a variety of innovative projects, PACERS schools seek to improve and change the nature of learning. Inherent in this program is a process of reflection and sharing between teachers, students, administrators, and community members that leads to genuine school reform. Projects involve hands-on, interdisciplinary exercises that build on indigenous skills and resources. The school is recognized as the most important institution in rural communities. The future of rural communities is intertwined with the success of their schools."

At this writing, the PACERS Web site details about 15 community-based projects that include the following, among others: aquaculture, drama, greenhouses, house construction, celebrations of community and place, and rural skills. The Web site also includes links to other programs and resources, staff and partner contacts, and contact information for all the schools served by PACERS (many with e-mail addresses).

Aspen Institute's Community Strategies Group (CSG)

One Dupont Circle NW, Ste. 700, Washington, DC 20036
voice 202-736-5800; fax 202-293-0525
e-mail diane.morton@aspeninst.org;
Web: http://www.aspeninst.org/csg/default.asp

From the CSG Web page: "Formerly the Rural Economic Policy Program, which was established in 1985, the Community Strategies Group (CSG) helps organize peer exchange and critical examination

opportunities for rural practitioners who undertake groundbreaking initiatives or who face decision making junctures in policy and program review. CSG works to identify and involve key policymakers, technical experts and researchers in these efforts."

Though this is a policy program, we include it in this section because the links to K-12 schooling are minimal. This site does include discussion of community colleges, however, as well as many useful resources for community (not just "economic") development. You can also subscribe on-line (http://www.aspeninst.org/rural/updates/ruindex.html) to an electronic "Rural Update" newsletter. The site also provides a "Rural Development Resources Listing" (http://www.aspeninst.org/rural/updates/ruspecial.html) that includes annotations and brief discussions of resources organized into the following categories: foundations for success, overviews of rural development strategies, and selected rural development strategies (further analyzed into seven topical groupings).

Regional Centers for Rural Development (USDA)

From the Web site of the North Central Regional Center for Rural Development (one of 4 such centers): "The mission of the NCRCRD is to initiate and facilitate rural development research and education programs to improve the social and economic well-being of rural people in the region. The NCRCRD also provides leadership in rural development regionally and nationally by identifying, developing, and supporting programs on the vanguard of emerging issues."

The NCRCRD Web site features a publication, *Measuring Community Success and Sustainability,* that community organizers and leaders might find useful in efforts to build stronger relationships between small rural high schools and their communities. Point your Web browser to http://www.ag.iastate.edu/centers/rdev/Community_Success/about.html for the full text of this document.

The three other regional centers for rural development are

- **southern** (http://www.ext.msstate.edu/srdc/)
- **western** (http://www.ext.usu.edu/wrdc/)
- **northeastern** (http://www.cas.psu.edu/docs/casconf/nercrd/NERCRD.HTML)

The Heartland Center for Leadership Development (Heartland)

941 O St., Ste. 920, Lincoln, NE 68508
voice (toll-free) 800-927-1115; voice (local) 402-474-7667;
fax 402-474-7672
e-mail mw4137@aol.com;
Web: http://www.4w.com/heartland/index.html

From Heartland's home page: "The Heartland Center for Leadership Development is an independent, nonprofit organization developing local leadership that responds to the challenges of the future. A major focus of the Heartland Center's activities is practical resources and public policies for rural community survival . . . Heartland Center programs and publications stress the critical role played by local leadership as communities and organizations face the challenges associated with changing times. Programs of the Center emphasize that local capacity is critical—and renewing local leadership essential—as towns, cities and states work to remain competitive today and in the future."

Charles Stewart Mott Foundation (Mott)

200 Mott Foundation Bldg., Flint, MI 48502-1851
voice 810-238-5651; fax 810-766-1753
e-mail infocenter@mott.org;
Web: http://www.mott.org/

From the Mott Web site: "In the final analysis, the mission of the Charles Stewart Mott Foundation is: to support efforts that promote a just, equitable, and sustainable society."

Mott operates several programs, Community Schools, Civil Society, and Poverty, which are relevant to the issues raised by the case studies. Many publications are available at the Mott Web site, including the full text of *Learning Together: A Look at 20 School-Community Initiatives*. The initiatives described and analyzed in this book are mostly urban or statewide initiatives, but findings may provide some insights to rural leaders.

According to the Web site, the goal of the Mott education initiative is "to improve the effectiveness of public education in low-income communities by improving teaching and by reconnecting parents, residents, and communities with schools, creating systemic change to increase student achievement."

Community Development Society (CDS)

1123 N. Water St., Milwaukee, WI 53202

voice 414-276-7106; fax 414-276-7704

e-mail cole@svinicki.com; Web: http://comm-dev.org/index.html

From the CDS Web site: "The International Community Development Society (CDS), founded in 1969, is a professional association for community development practitioners and citizen leaders around the world. CDS members represent a variety of fields: education, health care, social services, government, utilities, economic development practitioners, citizen groups, and more."

The CDS, which has international membership, offers a number of resources on-line, though some are for members only (regular membership is $55, and organizational membership is $200 per year). At this writing, the site features what may be the largest collection of links (http://comm-dev.org/sites.htm) to community development resources on the Web. The site gives some attention to rural and urban issues.

Participatory Action Research Network (PARnet)

e-mail kaa20@cornell.edu; Web: http://PARnet.org/home.cfm

From the PARnet Web site: "The Cornell PAR Network (CPARN) is a group of students, faculty, and local practitioners who share a commitment to promoting high standards of intellectual and social integrity in doing social research for social change."

This site features about 90 electronic full-text documents related to "participatory action research." Participatory action research is locally-based and popularly organized research that investigates local conditions in order to change them. It is one possible tool for community development.

President's Council on Sustainable Development (PCSD)

Web: http://www.whitehouse.gov/PCSD/

The PCSD completed its work in June of 1999, but its Web site remains active as of this writing. The Web site contains full-length publications that describe literally hundreds of projects from every state in the nation, including numerous rural projects.

From the Web site: "The mission of the PCSD was to: forge consensus on policy by bringing together diverse interests to identify

and develop innovative economic, environmental and social policies and strategies; demonstrate implementation of policy that fosters sustainable development by working with diverse interests to identify and demonstrate implementation of sustainable development; get the word out about sustainable development; and evaluate and report on progress by recommending national, community, and enterprise level frameworks for tracking sustainable development."

This Web site probably has limited prospects for continued existence. However, relevant reports of the PCSD will nonetheless be available in libraries and archives. Among the reports, these are perhaps the most relevant to themes raised in the case studies:

Sustainable Communities Task Force Report (Fall 1997)

The Road to Sustainable Development: A Snapshot of Activities in the United States of America (March 1997)

Public Linkage, Dialogue, and Education (February 1997)

Sustainable Agriculture (1996)

Towards a Sustainable America: Advancing Prosperity, Opportunity, and a Healthy Environment for the 21st Century (Final Report to the President, May 1999)

Sustainable America: A New Consensus for Prosperity, Opportunity, and A Healthy Environment for the Future (February 1996)

Building on Consensus: A Progress Report on Sustainable America (January 1997)

The PCSD Web site notes that reports are available by calling 800-363-3732. They can also be obtained from the U.S. Government Printing Office by calling 202-512-1800.

School Facilities for Rural Communities

The issue of rural school facility construction is very rarely distinguished from the generic issues of school facility construction. We have selected three organizations to list in this section. They are

- AEL, Inc.
- Organizations Concerned about Rural Education (OCRE)
- The National Clearinghouse for Educational Facilities

The National Clearinghouse does not currently exhibit a particular interest in rural school facilities. However, it supports an almost unique link to school facilities issues and organizations nationwide, and is therefore a convenient resource even for people concerned about sustaining small rural high schools.

For an original—even groundbreaking—view of rural school facilities see the recent article by Ray Barnhardt and Patrick Dubbs, "The Log School: A Case for Appropriate Design," from the Center for Cross-Cultural Studies at the University of Alaska, Fairbanks (available on-line at this writing: http://www.ruraledu.org/logschool.html).

AEL, Inc.

P.O. Box 1348, Charleston, WV 25325-1348
voice (toll-free) 800-624-9120; voice (local) 304-347-0400;
fax 304-347-0487
e-mail childerr@ael.org;
Web: http://www.ael.org/rel/rural/index.htm

Very few specific resources exist to help those planning school facilities in *rural communities.* AEL offers two such resources. The first is a publication that focuses the particular needs of rural schools and it includes a checklist to help guide planning efforts. It can be accessed from the Web at http://www.ael.org/rel/rural/Papers/planning.htm. The second is an edited volume featuring updated and expanded papers originally presented in 1998 at the *Invitational Conference on Rural School Facilities.* This event was jointly sponsored by the National Clearinghouse for Educational Facilities, AEL, and the ERIC Clearinghouse on Rural Education and Small Schools.

Organizations Concerned about Rural Education (OCRE)

1201 16th St., Ste. 510, Washington, DC 20036
voice 202-822-7638; fax 202-822-7309
e-mail conrad@chesapeake.net; Web: http://www.ruralschools.org

From the OCRE Web site: "The most broad-based coalition ever organized around a single rural issue: improving rural education. Organizations Concerned about Rural Education is a coalition of more than two dozen education, farm, rural, technology, and utility organizations. What brings us together is our common concern for the eco-

nomic future of rural America, particularly, the education of rural children. Modern, effective schools are vitally important to that future."

OCRE is listed here and not elsewhere because improving rural school facilities was a major focus of the organization at this writing. OCRE is actively involved in promoting electronic connectivity, as well. The OCRE site also features a number of resources and connections for citizens and local groups interested in advocating the needs of rural schools and communities.

National Clearinghouse for Educational Facilities (NCEF)

1090 Vermont Ave. NW, Ste. 700, Washington, DC 20005-4905
voice (toll-free) 888-552-0624; voice (local) 202-289-7800;
fax 202-289-1092
e-mail cwagner@nibs.org (communications manager);
Web: http://www.edfacilities.org/

From the NCEF Web site: "Created in 1997, the National Clearinghouse for Educational Facilities (NCEF) is an information resource for people who plan, design, build, operate, and maintain K-12 schools." The NCEF is an affiliate clearinghouse of the ERIC system.

This site is an accessible resource for community and district leaders and others concerned with decisions about rural school construction and maintenance. At this writing the "hot topics" section includes a large collection of resources (many with full text) organized in the following categories: planning, design, financing, construction, and operations and maintenance.

Among the topics listed under planning, the site provides 50 resources on "community involvement," 31 related to school size, and 73 related to the condition of the nation's schools. Altogether, the site provides links to 39 other topics in addition to those already mentioned. The NCEF Web site also includes an assortment of professional organizations with a technical or policy interest in school facilities, including state-level school facility planning units or associations.

School and Curricular Leadership

The focus of this section is on organizations that devote a large portion of their resources to people who work in, teach at, or lead small or rural schools. Most of these organizations also work on policy and

community issues. The National Association of Secondary School Principals (NASSP) considers an especially wide range of issues, but its *central efforts*, like those of the other organizations listed in this section, concern improvement in the day-to-day operation of actual schools (that is, as distinguished from the development or improvement of educational policy). The highlighted organizations comprise the following list:

- National Association of Secondary School Principals
- ERIC Clearinghouse on Rural Education and Small Schools
- Small Schools Workshop
- National Rural Education Association
- American Council on Rural Special Education
- Regional Educational Laboratory Network
- Small Schools Network (Canada)
- Saskatchewan (Canada) School Trustees Association

National Association of Secondary School Principals (NASSP)
1904 Association Dr., Reston, VA 20191-1537
voice 703-860-0200; fax 703-476-5432
e-mail rahme@nassp.org; Web: http://www.nassp.org/jobs/index.html

From the NASSP Web site: "NASSP reaffirms its historical and continuing commitment to and support for principals, assistant principals, and other school leaders. Recognizing that technological, social, and political changes in the world are affecting how we educate youth, NASSP provides the professional resources for these leaders to be visionary change agents, collaborators within the school community, and risk takers. NASSP is the preeminent organization for middle level and high school leaders, representing a diverse membership. NASSP will be at the forefront in establishing standards for exemplary schools and leaders by fostering a greater understanding of the global marketplace, the impact of technology, and the effects of the information age on teaching and learning."

NASSP maintains a "Smaller Secondary Schools Committee" composed of eight members from around the nation. The secretary of the

committee is NASSP associate executive director and director of High School Services John A. Lammel (LammelJ@nassp.org). Contact information for all committee members appears on the NASSP Web site. Together with the Carnegie Foundation, NASSP developed a national report, "Breaking Ranks," which included a recommendation that high schools be kept small (see the "short reading list" that concludes this chapter for more information about this report).

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)

AEL, Inc.
P.O. Box 1348, Charleston, WV 25325-1348
voice 800-624-9120; TDD 304-347-0448; fax 304-347-0467
e-mail ericrc@ael.org; Web: http://www.ael.org/eric/

ERIC/CRESS contributes information about rural education, small schools, outdoor education, and the education of American Indians, Alaska Natives, Mexican Americans, and migrants to a large national database of educational resources (the familiar ERIC database). It also publishes research summaries and books about these areas of interest. Among the available books, *Sustainable Small Schools* ought to be seen as the companion volume to this book.

On-line searching of the ERIC database is accessible through the clearinghouse at the following Web address: http://www.ael.org/eric/search.htm. The ERIC "Search Wizard" (http://ericae.net/scripts/ewiz/amain2.asp) is an excellent site that helps you use educational concepts when you interact with the database. The Search Wizard guides you to use the most specific and productive search words.

Small Schools Workshop (SSW)

University of Illinois at Chicago, College of Education
115 S. Sangamon St., Rm. 118, Chicago, IL 60607
voice 312-413-8066; fax 312-413-5847
e-mail ssw@uic.edu;
Web: http://www.uic.edu/depts/educ/ssw/homeroom.html

From the SSW Web site: "The Small Schools Workshop collaborates with teachers, principals, and parents to create new, small, innova-

tive learning communities in public schools. In addition to our interest in individual schools, the Small Schools Workshop actively explores the larger issues of education reform, with a particular focus on the role that small schools can have in furthering positive whole-school and systemic change. . . . The Small Schools Workshop provides assistance to public schools in the process of restructuring and participates in many initiatives to broaden and deepen recognition of the importance of school size to student learning, especially among educators and policymakers."

SSW is an urban-oriented program, with its practical work focused on Chicago. However, as indicated in the preceding statement, the SSW leadership develops connections with people seeking to support small schools elsewhere. Rural people have much to learn from, as well as teach, urban advocates of small schools.

At this writing, the SSW "Info Center" features numerous materials on school size, small schools, and "downsizing" (houses, schools within schools, etc., from the Clearinghouse on Urban Education), as well as a Chicago small schools directory (listing more than 125 schools), articles from major newspapers around the nation, a bookshelf, a "voices of reform" section, and an extensive list of small school Web links.

National Rural Education Association (NREA)

Colorado State University
230 Education Building
Fort Collins, CO 80523
voice 970-491-7022; fax 970-491-1317
e-mail jnewlin@lamar.colostate.edu;
Web: http://www.colostate.edu/Orgs/NREA/

This vision statement is from the NREA Web site: "NREA will be the leading national organization providing services which enhance educational opportunities for rural schools and their communities."

NREA is an omnibus professional and advocacy organization. It sponsors a professional journal, *The Rural Educator*, and a quarterly newsletter, *The NREA News*, as well as an annual conference. NREA maintains relationships with a wide range of organizations interested in rural education and has numerous affiliates at the state level.

American Council on Rural Special Education (ACRES)

Kansas State University
2323 Anderson Ave., Ste. 226, Manhattan, KS 66502-2912
voice 785-53-ACRES (532-2737); fax 785-532-7732
e-mail acres@ksu.edu; Web: http://www.k-state.edu/acres/

From the ACRES Web site: "ACRES is the only national organization devoted entirely to special education issues that affect rural America. The membership of ACRES is geographically diverse, and is representative of all regions of the country. This fact is especially important since rural issues are not only different from urban issues, but also may vary among specific rural areas."

ACRES does not maintain a special focus on small schools, but its membership is sensitive to issues of school size and the challenges of delivering specialized services in small rural schools.

Regional Educational Laboratory Network (Lab Network)

Web: http://www.relnetwork.org/

From the Lab Network Web site: "The network of 10 Regional Educational Laboratories, serving geographic regions that span the nation, works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. . . . The laboratories conduct research which results in models for implementing systemic reform and for achieving improvement on a broad scale; provide information, training, and technical assistance to help states, schools, and communities to implement comprehensive school improvement strategies; promote widespread access to information regarding research and best practice; create communities of learners who collaborate with each laboratory to develop and disseminate informative materials; cooperate with other agencies and programs to provide support services to educators and policymakers working to improve education; and forge strong links to the research community to encourage further findings to improve education. In addition, each laboratory has a specific area of expertise assigned by Office of Educational Research and Improvement, and makes that expertise widely and readily available to all schools and communities throughout the nation."

A map of the regions covered by the 10 laboratories, together with postal addresses, phone numbers, email addresses, and Web sites appears on the Lab Network Web site at the following address: http://www.relnetwork.org/contact.html.

Small Schools Network (SSN)

Educational Administration Unit, Theory and Policy Studies in Education, Ontario Institute for Studies in Education/UT
252 Bloor St. West, Toronto, Ontario M5S 1V6
voice 416-923-6641, ext. 2757; fax: 416-926-4741
e-mail jdavis@oise.utoronto.ca (John Davis)

This nationwide Canadian group issues a periodic newsletter and sponsors an annual conference. The group does not as yet sponsor a Web site.

Saskatchewan School Trustees Association (SSTA)

400 - 2222 13th Ave., Regina, Saskatchewan, Canada S4P 3M7
voice 306-569-750; fax 306-352-9633
e-mail ssta@ssta.sk.ca; Web: http://www.ssta.sasknet.com/

From the SSTA Web site: "The Saskatchewan School Trustees Association, as a democratic and voluntary organization, ensures advocacy, leadership and support for member boards of education by speaking as the voice for quality public education for all children, offering opportunities for trustee development, and providing information and services."

This organization is one of the few that focuses specifically on the needs of small rural schools. Small schools is one of 18 key educational issues listed by the SSTA. To learn more, visit the SSTA Web site at http://www.ssta.sk.ca/research/small_schools/small_schools.htm.

A Short Reading List of Nine Practical Books and Thirty ERIC Digests Useful for Efforts to Sustain Small High Schools

The Nine Books

The editors selected these books to emphasize ways to put the "big picture" of rural education together with the details of school improve-

ment and community development. Most were referenced in the preceding chapters, and all treat themes related to education policy and purpose, curriculum and school leadership, democratic community development, and small size or scale. The abstracts presented here were drawn from the ERIC database.

The works, listed in rough order of practicality, are all relevant to the job of leading small rural schools.

Books at the beginning of the list. Howley and Eckman, Gregory and Smith, Kleinfeld, and Schmuck and Schmuck have a big picture in view, but emphasize work in rural schools and classrooms.

Books in the middle of the list. NASSP and Meier focus on practical matters of schooling, but from a more generic or urban perspective.

Books near the end of the list. Theobald, Orr, and Haas and Nachtigal are excellent resources for developing an understanding of the big picture in rural education, but place less emphasis on the details of work in rural schools and classrooms.

Be sure to consult *Place Value* by Haas and Nachtigal for further reading suggestions. It is the last and perhaps most important of the nine books listed, because it conveys a rich and substantial understanding of the rural circumstance.

Sustainable Small Schools: A Handbook for Rural Communities
Edited by C. Howley and J. Eckman (1997). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools (164 pp, $15; ISBN 1-880785-16-1).

This book aims to help parents, community members, and educators find resources, design school options, and take action together to improve small rural schools in ways that meet community and student needs. Chapter 1 discusses the virtues of smallness, outlines basic assumptions about the role and nature of good education, examines the school-community relationship and the need to reestablish parent and community involvement, and underscores the ability of citizens to be educational change agents. Chapter 2 discusses the aims and history of mass schooling in industrial society; social and political forces driving school consolidation; ways to address the "hard" issues of consolidation (course offerings, costs, achievement); and aspects of state policymaking. This chapter also lists 29 key studies and literature reviews about school

size. Chapter 3 provides examples of strategies to make the rural community the focus of curricula, including community study, the Foxfire approach, and school involvement in local economic development. Chapter 4 describes innovative tactics for organizing rural schools, including the four-day week, mixed-age (or multigrade) classrooms, and use of electronic technology. Chapter 5 provides strategic and tactical tips for making change happen. Chapter 6 is an annotated bibliography and resource list in eight sections: partnerships between schools and parents/families, or communities; coalition building; needs assessment; research on consolidation and school size; innovations featured in the book; rural resources from regional educational laboratories; and tools for finding information. Includes an index.

High Schools as Communities: The Small School Reconsidered
By T. Gregory and G. Smith (1987). Bloomington, IN: Phi Delta Kappa (158 pp., out of print, but still available from EDRS, ERIC Document Reproduction Service No. ED 278 518).

Urging new directions for American high school education, this book outlines problems with contemporary high schools. It describes the experience of small high schools (those having approximately 200 students), designed in the past 15 years, that have developed excellent and diverse alternative programs within the constraints of existing district policies and funding formulas. Chapter 1 reviews educational criticism since the 1950s. Chapter 2 contrasts two high schools—one traditional, one nontraditional—in one community, focusing on the influence of school size and school culture. Chapter 3 outlines the benefits of small high schools for students and teachers. Chapter 4 discusses strategies for change at the technical, managerial, and cultural levels, noting that change at the cultural level is the most difficult to achieve and has the greatest effect. Chapter 6 describes "Mountain Open" High School, a model small high school program in Colorado. Topics include educational philosophy, individualized learning, student characteristics, teaching conditions, and curriculum. Discussion of curriculum covers the use of trips, community learning, community service, and the Walkabout—a culminating project in which students prove they can use their skills in real-world settings. Chapter 7 presents change strategies, emphasizing the need to address the problems of school size, structure, and culture.

Inventive Teaching: The Heart of the Small School
By J. Kleinfeld (1992). Fairbanks, AK: Center for Cross-Cultural Studies, University of Alaska, Fairbanks (242 pp; price approximately $15, ISBN 1-877962-22-8).

This book highlights programs and ideas that take advantage of small classrooms and of other resources in the local environment. The programs demonstrate the inventiveness and imagination of teachers in small schools. The following chapters are contained in the book: (1) "Draw From All the Resources in Your School," which includes information on such topics as tutorials, departmentalization, peer tutoring, educational technology, and scheduling; (2) "Explore the Education Available in the Community," which advocates using local talent, developing cultural heritage projects, providing community services, and starting student enterprises; (3) "Broaden Students' Experience with Travel Programs," which explains how to organize study trips; (4) "Academic Enrichment Programs," which describes creative programs in the arts, language arts, mathematics, science, and social studies; (5) "Interdisciplinary Programs," which highlights such programs as the National Diffusion Network and the Knowledge Master Open; (6) "Correspondence Study Programs," which provides information and contacts for correspondence programs; (7) "Practical Skills Programs," which describes programs that involve work experience, student organizations, community programs, urban survival skills, student exchange, and outdoor skills; (8) "Summer Programs," which highlights programs in health careers, college preparation, and fine arts; and (9) "Social Programs," which provides resources and contacts in the areas of substance abuse, suicide, and child abuse and neglect. The final section of the book contains sources of information relevant to small schools, including lists of clearinghouses and other organizations, publishers of journals and studies, and global education resources. This book contains photographs and illustrations.

Small Districts, Big Problems: Making School Everybody's House
By R. Schmuck and P. Schmuck (1992). Newbury Park, CA: Corwin Press (199 pp., $18.95; ISBN 0-8039-9026-3).

This book chronicles a six-month odyssey over America's back roads, by the authors who visited 80 schools in 25 small school districts

in 21 states, in hopes of finding effective schools where smallness facilitated participation by all. District size ranged from 450 to 2,000 students. Data collection included observation of classes and meetings; group interviews of classes; and individual interviews with superintendents, principals, board of education members, teachers, students, and other community members. Though often struggling, each school was still at the center of life in its community, engaging virtually everyone as it provided education, entertainment, social life, and community identity. Most of the towns visited were in deep economic trouble, and most school districts were struggling with a tight budget and an increasingly needy student population. Although economic circumstances were dire, the biggest problems found in small districts were social and emotional. Instead of finding schools where small class size promoted faculty cooperation and student involvement, researchers found schools that were often regimented, authoritarian, and filled with bored students and overworked, frustrated teachers. There were few signs of teacher collaboration, "whole-person" interpersonal relationships, democratic participation by teachers or students, or cooperative learning in the classroom. Chapters give detailed findings on students, teachers, principals, superintendents, and school board members. The final chapter presents a school "blueprint" that focuses on transactional communication, polyarchic influence, and respect for the individual, and outlines the effort needed for improvements from each group of stakeholders. Contains an index.

The Power of Their Ideas: Lessons for America from a Small School in Harlem

By D. Meier (1995). Boston: Beacon Press (204 pp., $13; ISBN 0807031-11-9).

At Central Park East (CPE) schools in East Harlem, New York City, 90 percent of students graduate from high school and 90 percent of those go on to college. Starting with the CPE success story, this book shows why good education is possible for all children, and why public education is vital to the future of our democracy. Begun in the mid-1970s, CPE is now four public schools serving primarily Latino and African American students, most from low-income families. Rooted in the traditions of progressive education, CPE has focused on: (1) building democratic community by giving decision-making power to school

staff and preparing students for full citizenship; (2) promoting strong, respectful relationships with families and the local community; (3) fostering "habits of the mind," or rigorous critical inquiry that challenges students' curiosity and builds on their natural drive toward competence; (4) integrating the curriculum and teaching fewer subjects in depth rather than more subjects superficially; and (5) connecting learning to the real world. The innovations undertaken at CPE were made possible by school choice mechanisms (parents chose to send their children to CPE) and by the schools' small size. Small size (defined as a maximum of 20 teachers, with a maximum class size of 20) allows staff to be personally involved in all school decisions, to know about each other's work, and to know their students' work and ways of thinking. It also fosters physical safety and accountability and immerses students in a school culture shaped by adults. By engaging teachers, small schools stand a chance of engaging students, too, and helping them become lifelong learners and active participants of a free society. Contains lists of suggested readings.

Breaking Ranks: Changing an American Institution

By National Association of Secondary School Principals and the Carnegie Foundation (1996). Reston, VA: NASSP (127 pp., out of print, but still available on ERIC microfiche, ERIC Document Reproduction Service No. ED 393 205).

This handbook is the result of more than 2 years of deliberations by the Commission on the restructuring of the American High School. The commission emerged from a partnership of the National Association of Secondary School Principals (NASSP) and the Carnegie Foundation for the Advancement of Teaching. The report focuses on revitalizing education for all students and points to what is needed for the twenty-first century high school. Eighty recommendations are offered in three sections: priorities for renewal; Web of support; and leadership. They encompass the scope of programs and activities affecting high school students, including socialization, basic skills, electronic learning, assessment and accountability, links to higher education, school leadership, the classroom, and business-school partnerships. The report represents the commissioners' recommendations to ensure that every student receives a complete, student-centered, and high quality education. Contains 123 endnotes.

Teaching the Commons: Place, Pride, and the Renewal of Community
By P. Theobald (1997). Boulder, CO: Westview Press (189 pp.; $22; ISBN 0-813323-02-9).

This book addresses the role that rural schools can play in promoting community and developing a community-oriented world view. Specifically, this book suggests that rural schools, through concerted pedagogical and curricular attention to the dynamics of their particular place, can rekindle community allegiance and nurture a sense of fulfillment in meeting community obligations. Part 1, "The Creation of Community from a Historical Perspective," examines the ideas upon which community was built in the past. The chapters in this section propose that intradependence, cyclic time, and the avoidance of risk (three agrarian communal characteristics) were once vital parts of the health and well-being of communities. They assert that these characteristics, though in severe decline, still linger in rural portions of the United States, and that their decline has coincided with the rise of an industrial world view. This view encompasses notions about the self, the economy, the proper role of government, and the role of education as training for successful competition in a global economy. Part 2, "Public Policy and the Subordination of Community," chronicles historical developments that undermine community elements and bolster cultural infatuation with the individual. In this section of the book, rural history and the decline of rural communities represents an American tragedy perpetrated by urban commercialist interests under the guise of "progress." Part 3, "Education and the Renewal of Community," addresses the simultaneous renewal of rural schools and communities based on rebuilding those communities on an educational rather than an economic foundation. The chapters in this section provide examples of how this renewal process can be initiated in both the community and schools. Contains references in chapter notes and an index.

Earth in Mind: On Education, Environment, and the Human Prospect
By D. Orr (1994). Washington, DC: Island Press (223 pp., $18.95; ISBN 1-559632-95-X).

This book includes 23 essays on the environmental crisis that address the failure to educate people to think broadly, to perceive systems and patterns, and to live as whole persons. Current educational

reforms are driven by the belief that students must be prepared to effectively compete in a global economy. A more important reason to reform education is the rapid decline in the habitability of the earth. This book proposes that the disordering of ecological systems and the great biogeochemical cycles of the earth reflect a prior disorder in the thought, perception, imagination, intellectual priorities, and loyalties inherent in the industrial mind. Ultimately, then, current ecological crises relate to how individuals think and to how educational institutions shape and refine individuals' capacity to think. Education should be promoting the development of ecological design intelligence, the signs of which are healthy, durable, resilient, just, and prosperous communities. Part 1 addresses questions surrounding the purpose of education, the dangers of education, and the business of education. Part 2 suggests that society must rethink initial assumptions about learning and educational goals. As the curriculum has become more extensive, complex, and technologically sophisticated, society has lost the ability to ask questions about the human condition. Essays in this section focus on love, intelligence, wisdom, virtue, responsibility, value, and good sense. Part 3 proposes that standards for educational quality must change to account for how institutions and their graduates affect the biotic world. Chapters in this section address institutional standards, the disciplinary organization of learning, curriculum, professionalism, and implications of college architecture. Part 4 proposes an alternative destiny for education. These essays explore "biophilia," an innate affinity for life; obstacles to living well; and the future balance between rural and urban areas in a world that must come to grips with limits of many kinds. Contains references and an index.

Place Value: An Educator's Guide to Good Literature on Rural Lifeways, Environments, and Purposes of Education

By T. Haas and P. Nachtigal (1998). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools (78 pp, $12; ISBN 1-880785-19-6).

This book suggests that quality of life depends on the connections that people have with one another and their surroundings, rather than on material wealth. It challenges teachers to reexamine the purposes of education and to equip students with the tools they need to make

conscious choices about living well in their own communities. Five bibliographical essays review nonfictional and fictional literature on what it means to live well in a particular place. "A Sense of Place: Education for Living Well Ecologically" looks at the importance of young people having a curiosity about their surroundings and becoming inhabitants of a place, not merely transient residents. By developing a healthy respect for the physical and social communities they inhabit, schools can teach children to be contributing citizens. "A Sense of Civic Involvement: Education for Living Well Politically" examines the preparation of young people to participate as citizens of a democracy by investigating and acting on municipal and county government issues. "A Sense of Worth: Education for Living Well Economically" looks at the influence of large corporations on the breakdown of rural life and suggests that students need to learn how to create jobs within their own community, rather than leave to get jobs somewhere else. "A Sense of Connection: Education for Living Well Spiritually" discusses the crisis of human identity and cosmological disconnection from the natural world. "A Sense of Belonging: Education for Living Well in Community" examines saving, restoring, and using local memories, knowledge, and skills to fulfill needs in the local community. An annotated bibliography of the 42 works cited in the essays contains commentary and an abstract for each work.

The 30 ERIC Digests

ERIC digests are developed as objective summaries of critical and current issues in educational practice, research, or policy. They are short (about 1,500 words), readable, and authoritative. Thousands of titles are available, and approximately 160 new titles are developed each year.

The 30 titles listed here treat many of the issues and themes represented in the case studies. We have tried to select those most pertinent to sustaining and improving small rural high schools and their communities, but hundreds more digests are available. You can retrieve the *full texts* of these works on-line at the following Web address: http://ericae.net/search.htm#Dig. You can also search for other titles or subjects at that Web address or by using any popular search engine.

Digests featured below are listed under each topic, from most recent to earliest publication date.

Effects of Small Size

ED 425 049 *Current Literature on Small Schools.* 1999. Author: Raywid, Mary Anne

ED 414 615 *School Size.* 1997. Author: Irmsher, Karen

ED 401 088 *Affective and Social Benefits of Small-Scale schooling.* 1996. Author: Cotton, Kathleen

ED 401 089 *Ongoing Dilemmas of School Size: A Short Story.* 1996. Author: Howley, Craig

ED 372 897 *The Academic Effectiveness of Small-Scale Schooling (An Update).* 1994. Author: Howley, Craig

Curriculum and School Leadership

ED 425 051 *Outdoor Education and the Development of Civic Responsibility.* 1999. Author: Boss, Judith A.

ED 416 042 *The National Information Infrastructure: Keeping Rural Values and Purposes in Mind.* 1997. Authors: Howley, Craig, and Bruce Barker

ED 406 846 *Vernacular Dialects in U.S. Schools.* 1997. Author: Christian, Donna

ED 406 718 *The Strategies of a Leader.* 1996. Author: Lashway, Larry

ED 401 090 *Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12).* 1996. Author: Roellke, Christopher

ED 384 951 *Priority on Learning: Efficient Use of Resources.* 1995. Author: Oswald, Lori Jo

ED 357 910 *Developing Supplemental Funding: Initiatives for Rural and Small Schools.* 1993. Author: Carlson, Robert

ED 308 057 *Touching the Past, En Route to the Future: Cultural Journalism in the Curriculum of Rural Schools.* 1989. Author: Olmstead, Kathryn

Community Development

ED 425 050 *Rural African Americans and Education: The Legacy of the Brown Decision.* 1999. Author: Kusimo, Patricia S.

ED 423 211 *Education for Engagement in Civil Society and Government.* 1998. Author: Patrick, John J.

ED 421 640 *Service Learning: More than Community Service.* 1998. Author: Brown, Bettina Lankard

ED 414 112 *Outdoor Education and Environmental Responsibility.* 1997. Authors: Yerkes, Rita, and Kathy Haras

ED 399 482 *New Federal Youth Initiatives in Canada.* 1995. Authors: Hanna, Sharron, and Lisa Dornan

ED 384 479 *The Role of Rural Schools in Rural Community Development.* 1995. Author: Miller, Bruce A.

ED 348 196 *Charting New Maps: Multicultural Education in Rural Schools.* 1992. Authors: Oliver, Jenny Penney, and Craig Howley

ED 345 931 *What Can I Become?: Educational Aspirations of Students in Rural America.* 1992. Author: Haas, Toni

Policy

ED 425 896 *Charter Schools: An Approach for Rural Education?* 1999. Author: Collins, Timothy

ED 422 600 *Charter Schools.* 1998. Author: Hadderman, Margaret

ED 357 434 *The Changing Role of School Boards.* 1993. Author: Todras, Ellen

ED 350 717 *Financial Equity in the Schools.* 1992. Author: Renchler, Ron

ED 345 930 *Rural Philosophy for Education: Wendell Berry's Tradition.* 1992. Author: Theobald, Paul

ED 335 205 *Funding Rural, Small Schools: Strategies at the State house.* 1991. Author: Verstegen, Deborah

ED 319 583 *Capital Outlay: A Critical Concern in Rural Education.* 1990. Hunter, James, and Craig Howley

ED 324 777 *Emerging Issues in State-Level School Finance.* 1990. McGuire, Kent

ED 291 164 *State vs. Local Control of Schools.* 1988. Author: Hadderman, Margaret L.

Notes

1. Additionally, the section of this chapter devoted to "School and Curricular Leadership" lists organizations that provide information relevant to policymaking, as well as to school leadership (for example, the ERIC clearinghouses and the Regional Educational Laboratory Network).
2. States commonly imitate one another's legislation. This habit does not necessarily work to benefit small schools. Legislation (e.g., educational accountability legislation) needs to be examined critically by rural school and community leaders. Legislative bandwagons are at least as harmful as school-improvement bandwagons.